



TEACHERS' GUIDE

with Standards for Foreign Language Learning

Dear teachers,

Welcome to the first edition of Das Rad 2021 – 2022! Throughout this new series we will continue to report on the lives of German-speaking teenagers and portray inspiring young people and their initiatives and campaigns. Have fun reading and learning German! We wish you and your students a good start to the new academic year,
The Mary Glasgow Team

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What our symbols mean ...



READ ALONG
New! Listen to the article!



VIDEO
Watch a video relating to this article!



LEARNING UNIT
Online Learning Unit relating to this article!

ANY QUESTIONS?

Email us: dasrad@maryglasgowplus.com

Sept – Oct

Spotlight

Fünf Fragen an ... Jamal Musiala

Pages 10-11

At the age of eight, Jamal Musiala won a place at the soccer academy of Chelsea FC in London. This year, at the age of 18, he became the youngest player to join the German multiple champions Bayern Munich. Jamal talks to *Das Rad* about his soccer career and his favorite cities, London and Munich.

Questions to ask ...

Wie findet ihr Fußball? Wer ist euer Lieblingsspieler, eure Lieblingsspielerin? Was ist euer Lieblingsteam?



Pages 4 - 5

Maya Leinenbach

Standards • 1.2: Interpretive Communication
 • 2.2: Products of Culture • 4.1: Language Comparisons

MODERNES LEBEN Sprachlernspezial: Lesen & Hören
ANTWORTEN! Was ist eine neue Serie in Dax?

Read along

Ask students to conduct a mini class survey for ANTWORTE!. Afterwards students should share their findings in class. Read the introduction to the article with the class. Ask students to translate the five questions for Maya into the classroom language. Play the audio version of the article (www.mg-plus.net/dasrad211) and ask students to read along and to answer the five questions. Check their answers and continue with KREUZ AN! and ÜBE!. Invite students to choose a favorite food for DISKUTIERE!. Then ask students to write an introduction to a food blog. Challenge volunteers toward the end of the lesson to perform their script.

Pages 8 - 9

Cooler Museen

Objectives • Listening and reading comprehension
 • Expressing opinions and reasons

REISEN UND FREIZEIT Sprachlernspezial: Lesen & Hören
ANTWORTEN! Was ist eine neue Serie in Dax?

Read along

Ask the class to research three interesting facts about each of the museums online. Then play the audio version of the article (www.mg-plus.net/dasrad211). Stop the recording after each museum and ask: *Und wie findet ihr dieses Museum?* Encourage students to use opinion phrases such as *ich finde/ich mag ... (nicht)* in their answers. Write the opinion phrases on the board. Then invite students to complete KREUZ AN!. Ask students to use the facts they researched online to justify their ratings from 1 to 5 in writing. For DISKUTIERE! ask the class to describe their favorite museum in writing. Then invite students to design a poster or a website homepage for their respective favorite museums. Encourage volunteers toward the end of the lesson to introduce their favorite museum to the class.

Pages 12 - 13

Mein München

Standards • 1.2: Interpretive Communication
 • 1.1: Interpersonal Communication • 4.1: Language Comparisons

MODERNES LEBEN Sprachlernspezial: Lesen & Hören
ANTWORTEN! Was ist eine neue Serie in Dax?

Read along

Ask the class to do ANTWORTE! in pairs. Then challenge volunteers to name the hobbies of their speaking partners. Read the introduction to the article with the class. Ask students to work through the article in pairs, underlining unknown vocabulary and words with an unfamiliar pronunciation. Then play the audio version of the article (www.mg-plus.net/dasrad211). Students should read along while paying special attention to the words they find difficult. Then ask students to complete SCHREIBE!. If necessary revise the formation of the possessive pronouns as well as the verb *sein* in the third person singular (*ist*) and plural (*sind*) before students complete this task. Students should then complete DISKUTIERE! in writing. Nominate volunteers to read out their lists toward the end of the lesson.

Die Addams Family 2

Standards • 1.2: Interpretive Communication
 • 4.1: Language Comparisons • 1.1: Interpersonal Communication

Begin with ANTWORTE!. Challenge higher achieving learners to add opinions and reasons to their answers. Play the audio version of the article (www.mg-plus.net/schuss211) and ask students to read along. Stop the recording after each family member, ask comprehension questions and, if applicable, clarify unknown vocabulary. Then ask students to fill the gaps with the correct family words in SCHREIBE!. Ask students to underline all adjectives in the text. Ask: *Was fällt auf?* (Adjectives which are separated from the noun they are describing and follow after *ist* or *sind* are used in their basic form (*dick, blass, dünn*). Adjectives directly before the noun need to be declined. In this text they have the ending *-e* (*große, schwarze, lange*). Explain that the adjective ending *-e* here is determined by the case of the associated nouns (accusative) their plural forms and the absence of an article (*Haare, Zöpfe*). Students should then complete DISKUTIERE! in writing. Invite volunteers toward the end of the lesson to read out their descriptions.

Grammar in context | Descriptions

Explanation

Vocabulary for describing people

- groß sein – to be tall
- klein sein – to be short
- dick sein – to be fat
- schlank/dünn sein – to be slim/thin
- lange Haare haben – to have long hair

- kurze Haare haben – to have short hair
- blonde/braune/rote/schwarze/graue Haare haben – to have blonde/brown/red/black/grey hair
- glatte Haare haben – to have straight hair
- lockige Haare haben – to have curly hair
- eine Glatze haben – to be bald
- einen Bart/Schnurrbart haben – to have a beard/moustache

Haben und sein

Conjugation of **haben** and **sein** in the present tense.

first person singular	ich habe	ich bin
second person singular	du hast	du bist
third person singular	er/sie/es hat	er/sie/es ist
first person plural	wir haben	wir sind
second person plural	ihr habt	ihr seid
third person plural	sie haben	sie sind

Exercise 1

Match the male equivalents to the female family members.

- | | |
|------------------|-----------------|
| 1 die Schwester | A der Mann |
| 2 die Mutter | B der Onkel |
| 3 die Großmutter | C der Cousin |
| 4 die Tante | D der Sohn |
| 5 die Frau | E der Bruder |
| 6 die Cousine | F der Großvater |
| 7 die Tochter | G der Vater |

Exercise 2

Tick the correct verb form (first or third person singular).

- 1 Ich habe/bin/ist 13 Jahre alt.
- 2 Sie bin/ist/bist klein.
- 3 Er ist/hat/habe schlank.
- 4 Meine Mutter habe/hat/sind braune Haare.
- 5 Ich bist/habe/hat glatte Haare.
- 6 Sie bist/hat/habt einen Schnurrbart.
- 7 Mein Bruder hat/sind/ ist groß.



Fact or Fiction?

Maya Leinenbach (Pages 4-5)

Only one of three statements is correct. Tick the box.

- Wie viel Prozent der deutschen Teens essen vegetarisch oder vegan?
a. 3 % (drei Prozent)
b. 12 % (zwölf Prozent)
c. 20 % (zwanzig Prozent)
- Wie alt ist Maya Leinenbach?
g. Maya ist 17 Jahre (siebzehn Jahre) alt.
h. Maya ist 19 Jahre (neunzehn Jahre) alt.
i. Maya ist 21 Jahre (einundzwanzig Jahre) alt.
- Was macht Maya in ihren Videos auf Instagram?
d. Maya isst in veganen Restaurants.
e. Maya gibt Tipps, wo man gut vegan shoppen kann.
f. Maya kocht und backt veganes Essen.
- Warum ist Maya Veganerin?
m. Maya ist Veganerin, weil es modern ist.
n. Maya ist Veganerin, weil sie kein Fleisch mag.
o. Maya ist Veganerin, weil es positiv für die Umwelt ist.
- Welches Video von Maya hat über 2,7 (zwei Komma sieben) Millionen Views?
j. Maya macht vegane Chicken Nuggets.
k. Maya backt vegane Pizza.
l. Maya kocht vegane Lasagne.

Fill the gap!

Fünf Fragen an ... Jamal Musiala (Pages 10-11)

Complete the sentences.

- Jamal Musiala ist ein _____ Fußballer.
a) deutsch-amerikanischer b) deutsch-englischer
c) deutsch-französischer
- Jamal _____ für den FC Bayern München.
a) kocht b) spielt c) steht im Tor
- Jamals besonderes _____ ist Dribbling.
a) Geburtstagsgeschenk b) Problem c) Talent.

- Jamal findet England super. Er hat viele _____ in London.
a) Freunde b) Verwandte c) Appartments
- Jamals Teamkollegen beim FC Bayern München nennen ihn _____.
a) Nemo b) Bambi c) Flash

Who is who?

Die Addams Family 2 (Pages 6-7)

Write the correct names after the descriptions:

Morticia | Onkel Fester | Pugsley | Großmutter | It | Lurch.

- Ich habe zwei Söhne. Ich bin alt, klein und rund. Ich heiße _____.
- Ich bin klein. Ich habe sehr lange Haare und trage einen Hut. Ich heiße _____.
- Ich habe einen Sohn und eine Tochter. Mein Mann ist ziemlich dick. Ich heiße _____.
- Mein Bruder ist mit Morticia verheiratet. Ich habe eine Glatze. Ich heiße _____.
- Meine Eltern heißen Morticia und Gomez. Ich habe eine Schwester. Ich heiße _____.
- Ich bin sehr groß. Ich bin der Butler. Ich heiße _____.

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ANY QUESTIONS?

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